

Welcome

Survival Guide:
How to Apply the
Competency
Attainment Rubric

What is a Rubric?

- A rubric is a scoring scale used to assess student performance along a task-specific set of criteria.
- A document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.


What's the difference between analytic and holistic rubrics?

Analytic

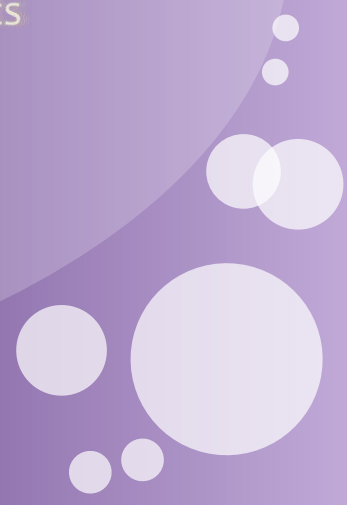

- Analytic rubrics identify and assess components of a finished product.
- provide specific feedback along several dimensions

Holistic

- Holistic rubrics, like the CTE Competency Attainment Rubric, assess student work as a whole.
- provide a single score based on an overall impression of a student's performance on a task. (competency)



What is the Purpose of our Rubric?

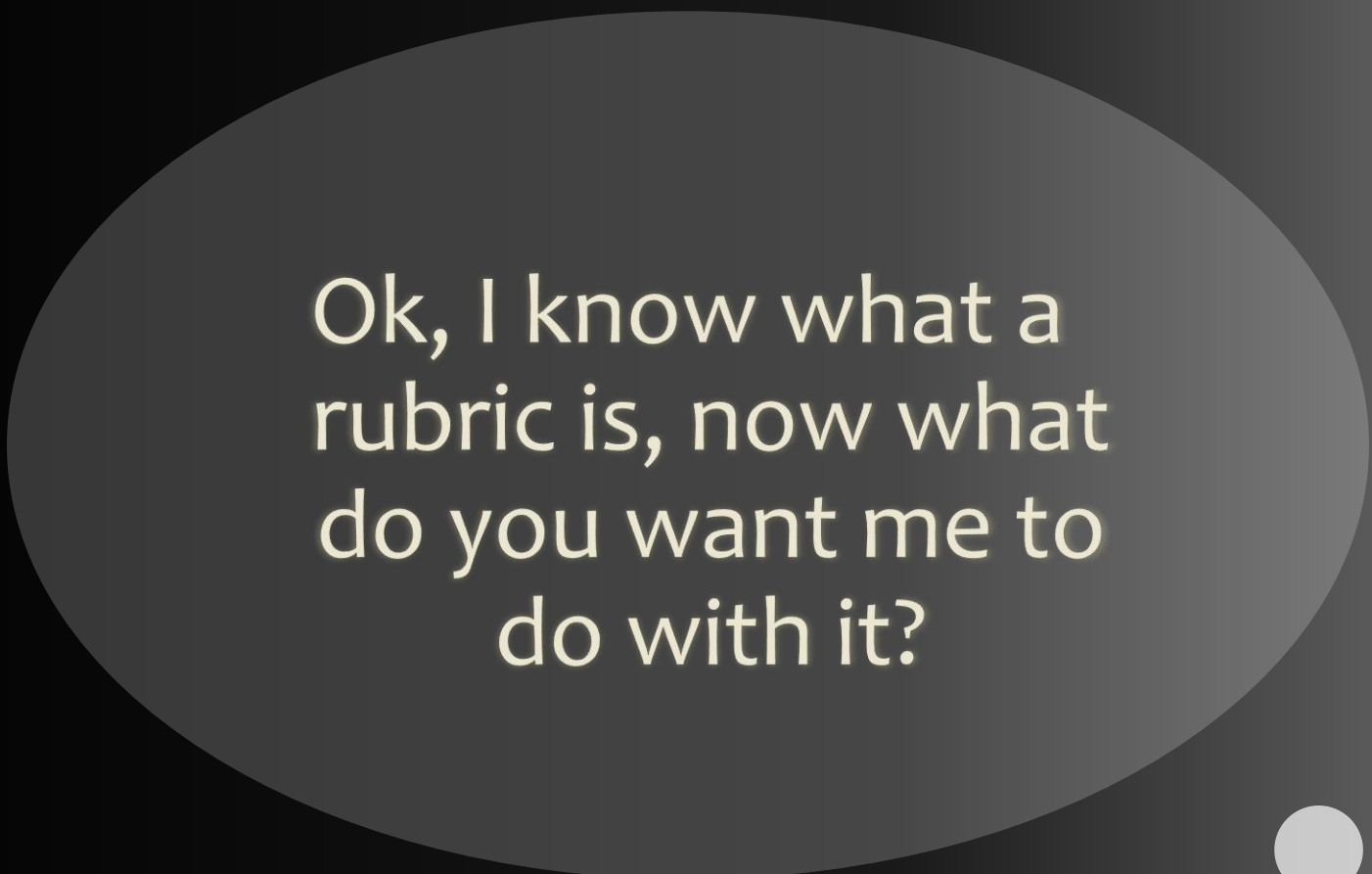
- Facilitate student progression through a program of study
 - Facilitate student progress into industry and/or postsecondary
 - Increase reliability and validity of competency checklists
 - Increase teacher consistency in using competency checklists and rating student competencies
 - Generate electronic student and classroom data that can lead to instructional improvement
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What Grounds the Rubric?

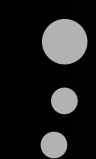
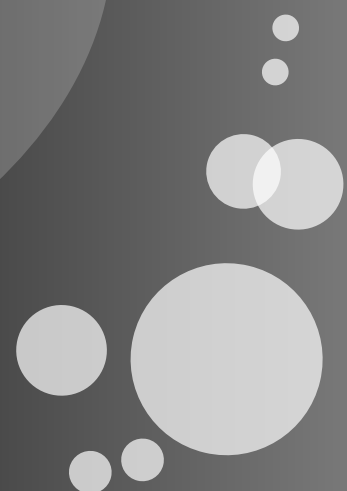
- Postsecondary and career readiness standards
- Webb's Depth of Knowledge (DOK)
 - Webinar
 - Webb's Depth of Knowledge: Getting Students to Proficient
http://tn.gov/education/cte/ad/rubric/cte_rubric.shtml




How to Use the Rubric



Ok, I know what a
rubric is, now what
do you want me to
do with it?



 Tennessee Career & Technical Education	Tennessee Career and Technical Education • Competency Attainment Rubric			
	Advanced	Proficient	Basic	Below Basic
	4	3	2	1
Knowledge Attainment	Applies technical vocabulary and past knowledge to design solutions to complex problems.	Consistently demonstrates comprehension and use of technical vocabulary and content.	Demonstrates comprehension and use of foundational technical vocabulary and content.	Recognizes various technical terms and knowledge.
	Identifies and analyzes a problem, completes a project or research, and reports results/solutions.	Applies knowledge to new situations and to complete a relevant project.	Needs assistance in applying knowledge to complete a relevant project.	Requires detailed supervision to complete a relevant project.
Technical Skills	Consistently applies and synthesizes technical skills in authentic situations and extends skills to emerging technologies and problems.	Consistently applies technical skills and adapts to emerging technology.	Applies limited technical skills and demonstrates limited knowledge of emerging technology.	Requires assistance to apply technical skills and displays limited knowledge of technologies.
Problem Solving	Works independently and collaboratively to investigate a complex authentic problem using multiple resources; generates solutions to the problem using appropriate technology and data to provide evidence of reasoning.	Works independently and collaboratively in solving authentic problems and incorporates technology as appropriate.	Conducts observations, identifies patterns of events or behaviors, formulates simple inferences, and incorporates technology with assistance.	Describes a situation, condition, or issue using limited technical terminology. Uses technology with significant assistance.
	Identifies and analyzes complex or routine problems, prioritizes and implements multiple solutions, and evaluates the solutions' effectiveness.	Identifies and analyzes a routine problem, recommends and implements a solution, and evaluates the solution's effectiveness.	Identifies and analyzes a routine problem and implements a solution with occasional assistance.	Follows a set of uncomplicated/simple instructions.
Career Awareness	Demonstrates initiative in integrating information from diverse career-related resources for professional growth.	Identifies and uses various career-related resources (i.e., professional/student organizations, professional publications, occupational certifications, etc.).	Identifies some career-related resources (i.e., professional/student organizations, professional publications, occupational certifications, etc.).	Displays limited knowledge of career-related resources (i.e., professional/student organizations, professional publications, occupational certifications, etc.).
	Demonstrates/models occupational safety procedures.	Demonstrates/models occupational safety procedures.	Demonstrates/models occupational safety procedures.	Demonstrates/models occupational safety procedures.
	Demonstrates/models exemplary soft skills and applies professional practices in a career field related to ethical behavior and environmental and legal considerations in complex situations.	Demonstrates/models professional practices in a career field related to soft skills, ethical behavior, occupational safety, and environmental and legal considerations.	Identifies fundamental professional practices in a career field related to soft skills, ethical behavior, and environmental and legal considerations.	Has difficulty identifying fundamental professional practices in a career field related to soft skills, ethical behavior, and environmental and legal considerations.
Communication/Literacy	Analyzes two selections for common themes and disparate elements. Communicates complex ideas and themes verbally. Constructs multiple paragraph/page reports or texts that demonstrate a deep awareness of purpose and audience and provides supporting evidence.	Reads multiple technical materials and interprets to formulate logical, evidence-based conclusions and communicates findings in verbal, written, and visual formats.	Reads technical materials and summarizes in verbal, written, and visual formats providing some pertinent details.	Reads text and recalls in verbal, written, and visual formats with some assistance.

Defining Proficient & Basic

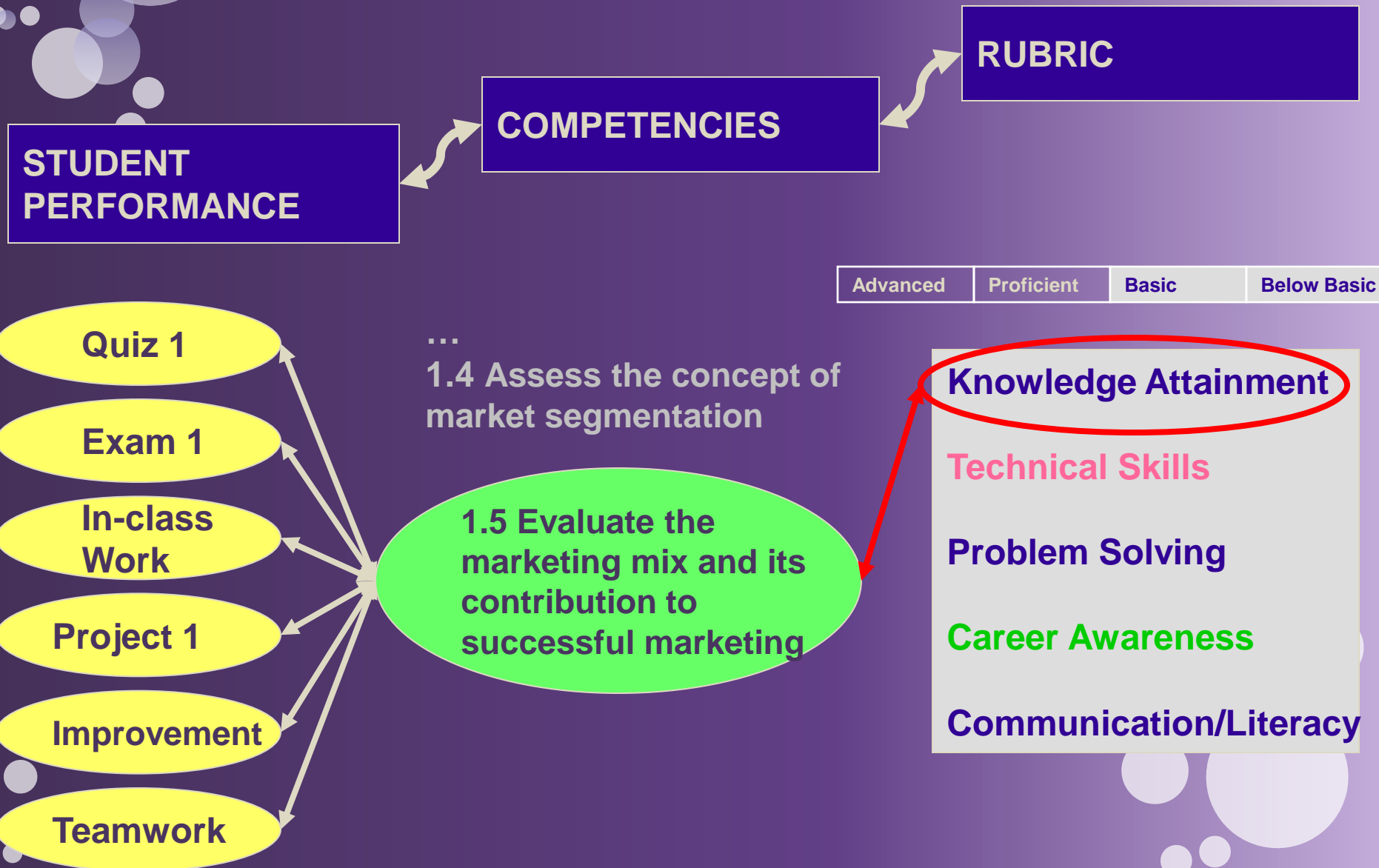
PROFICIENT

- Meets postsecondary readiness standards
- Meets career readiness standards at entry level

BASIC

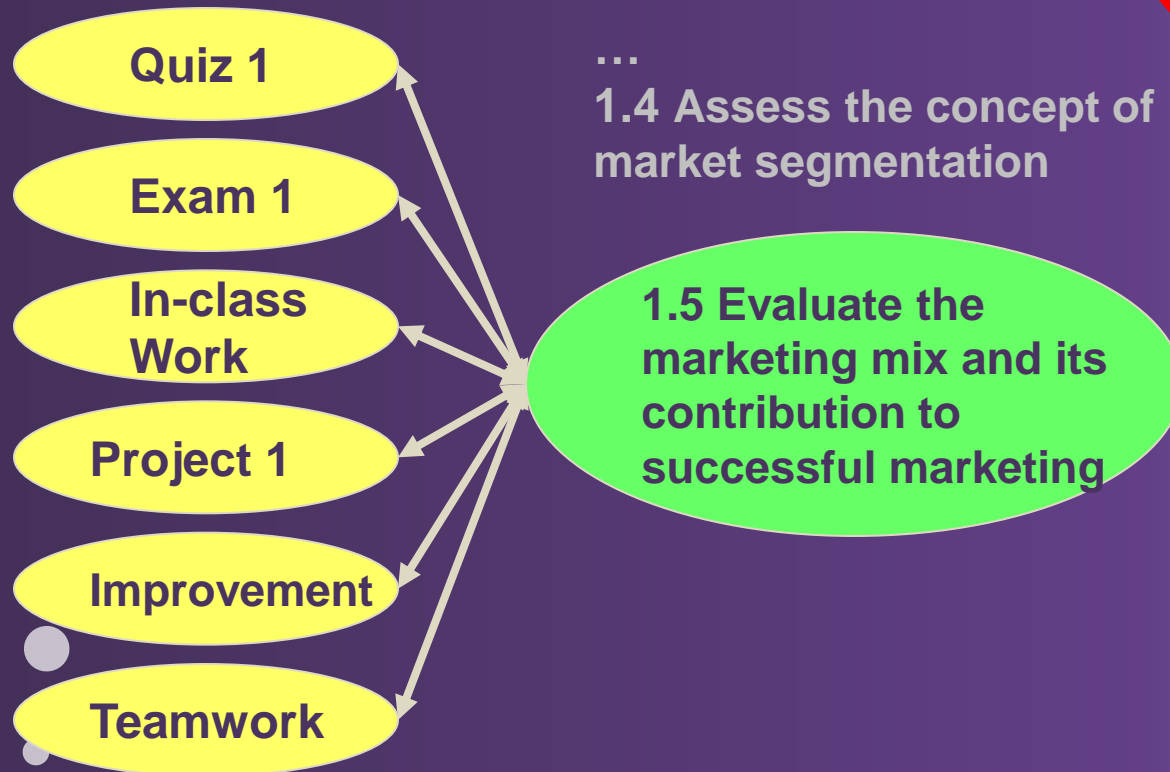
- Needs remediation at postsecondary level
- Requires some supervision/additional training to meet career readiness standards
- Struggles using/applying previous knowledge

Another Look at The Big Picture



Another Look at The Big Picture

Advanced	Proficient	Basic	Below Basic
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Knowledge Attainment

Technical Skills

Problem Solving

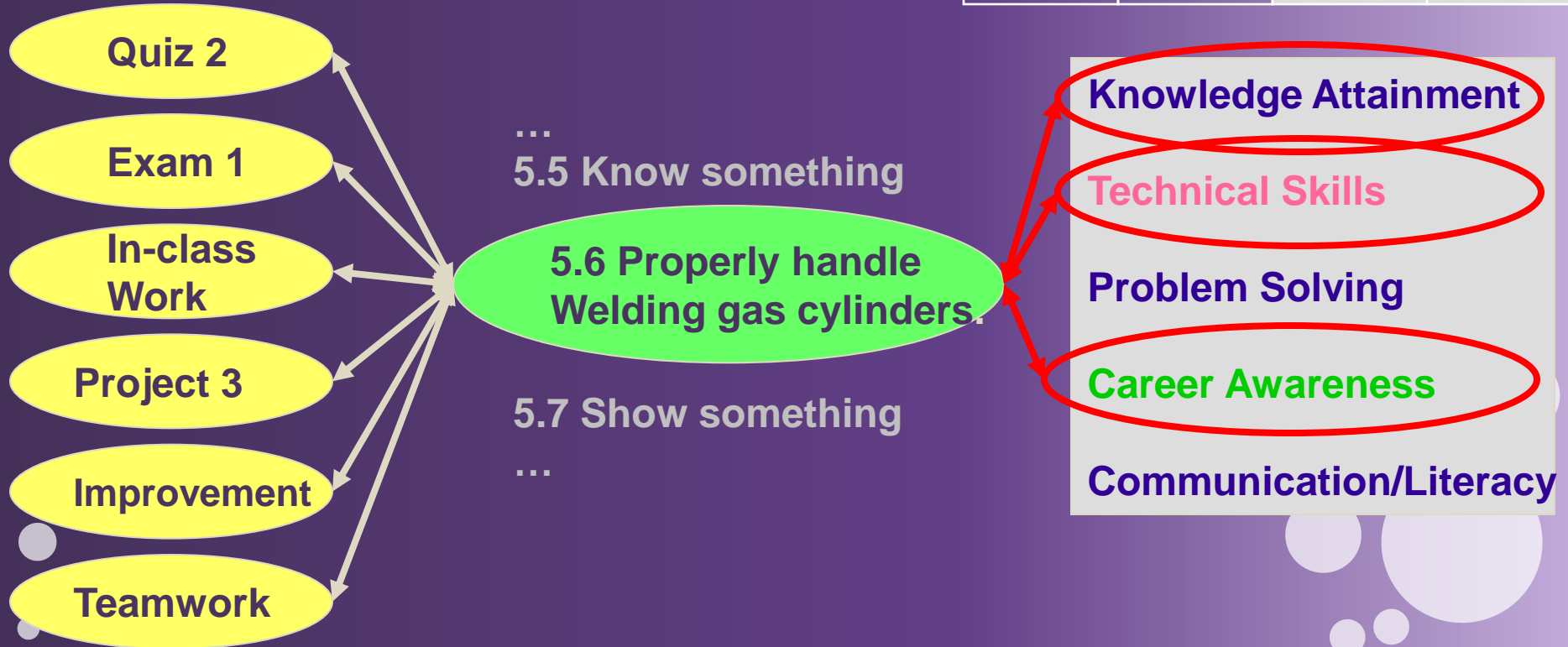
Career Awareness

Communication/Literacy

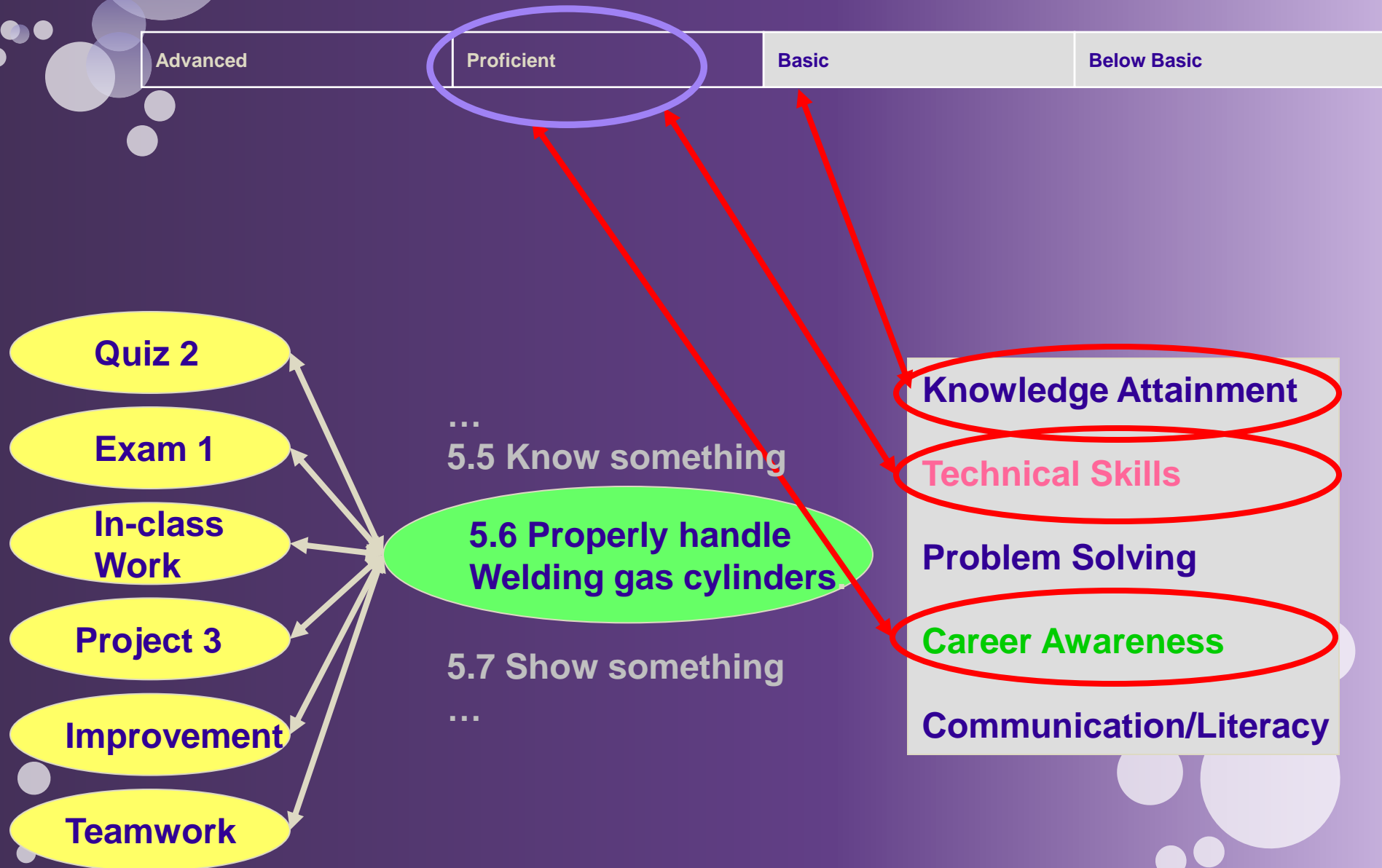
Another Look at The Big Picture



Advanced	Proficient	Basic	Below Basic
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Determining Student Performance Level





IEP Student Expectations



PROFICIENT

IEP Student Expectations

- Goal is proficient for all students
- Purpose of IEP Meeting
 - Identify those competencies to which the student will be held accountable

Example: Automotive, Brake Systems

4.7 Fabricate and/or install brake lines (double flare and ISO types); replace hoses, fittings, and supports as needed. P-2

- IEP documents student will be held accountable for this competency with
 - Assistance
 - Extended time

If student performs at proficient level with modifications, they are scored proficient.

IEP Student Expectations

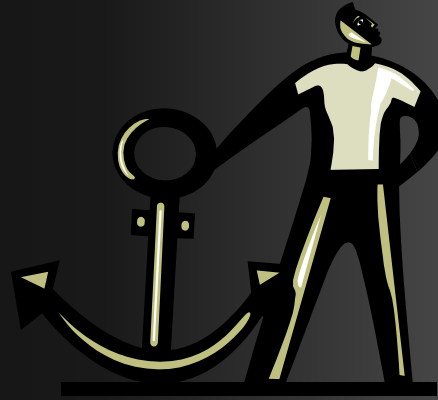
- Goal is proficient for all students
- Purpose of IEP Meeting
 - Identify those competencies to which the student will be held accountable

Resource:

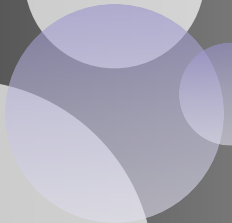
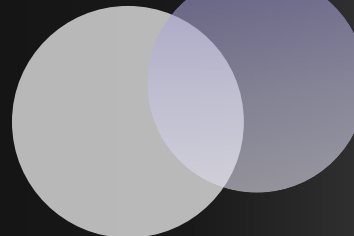
Special Needs Students in
Career and Technical Education

www.tennessee.gov/education/cte/doc/spec_nds_students.pdf

Anchor Papers Process



Validity
&
Reliability



Anchor Papers Process

- One method of further clarifying a scoring rubric is through the use of anchor papers.
- Anchor papers are a set of scored responses that illustrate the nuances of the scoring rubric.
- Anchor papers are used to increase reliability and validity across the state.
- Go to <http://tn.gov/education/cte>
- Under Programs and Initiatives select Competency Attainment Rubric.
- Look under webinar series and click on Inter-Rater Anchor Papers

Looking at Student Work



Validity
&
Reliability



Now, what is this thing you call
eTIGER?

And how
in the
world do I
use it?






I've got the data. What do I do with it?

- Input rubric scores into eTIGER
- Review information to make sure it is complete
- Run reports to help you see instructional gaps or student achievement gaps

Resources

- eTIGER Teacher Tutorial
 - eTIGER data reporting steps webinar
 - How to Help Teachers Complete the Competency Attainment Rubric
 - eTIGER FAQs
 - eTIGER conference calls
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Thank You

Tennessee Career &
Technical Education

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